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ABSTRACT

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WAYNE STATE UNIVERSITY

University Libraries

Working Paper No. 10

Structuring for a Collection Development Policy

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ABSTRACT

The scholarly record is produced, distributed and procured because of complex social values and by means of complex bureaucratic institutions. The scholarly record is now so large and continues to grow at a pace that the task for identifying what should be purchased and retained for a particular library agency requires a highly abstract verbal model to explain--a collection development policy statements are not reducible to a logico-mathematical model because the ranges of each of the variables that are involved in the decision-making process are wide. A perspective is developed in this working paper based on the communication structure of scholarship and on the system of information dissemination. Given these two institutionalized and interrelated systems a structure can be devised to serve as guidelines for making decisions on the extent of WSU's collecting through establishing the kind and extent of the participation of the University in the scholarly communication process.

INTRODUCTION

Each of us must make social judgements daily. We deal not only with the natural phenomena that control our environment, but with human institutions over which we seemingly have no more control than nature. The number of facts that compete for attention appears at times to make problems arising from our environment unmanageable. Solutions to problems, even if they can be formulated, often create unanticipated and unimagined problems. Complexity challenges our ability for effective control of our institutions. A distinction between complexity and complication is useful to make in this context. Complexity refers to the interrelations of substantive objects and symbols. Complications can arise in almost any arrangement of facts, concepts and thoughts. Complication is not a desirable aspect of any construct. Complexity may be an inherent feature of any situation, but complication often is an expression of a lack of effort to give the situation an appropriate construct. (1) Any individual analysis or comprehension of a situation that identifies elements of a potential construct depends upon a viewpoint. To develop a comprehensive understanding of a social (or natural) context, we need to select according to different orientations and to utilize the selections according to each orientation. A complex problematic situation involving many individuals, all with different orientations, can be said to be resolved into a viable operational construct only if all orientations are accounted for.

THE PROBLEM

Someone in recent years, perhaps after an evening of jovial companionship, made the remark "just for the sake of argument, let us say that since the advent of printing about 50,000,000 scholarly titles have been produced". (2) Since such a figure is as valid or as invalid as, say, 60,000,000 titles, in the same spirit that the figure of 50,000,000 was produced, let us remark that Wayne State University Library System (WSULS) owns wholly or in part about 250,000 of these titles or about 1 in 200. In recent years, the WSULS has been getting about 15,000 titles out of the current planetary output of about 450,000 titles, or about 1 out of 30 produced. An additional 10,000 titles which were published in previous years were also secured. WSULS has expended approximately $1,000,000 for the past three years acquiring bits and chunks of the scholarly record. In selecting the bits and chunks there is the nagging question: out of the totality, has the best been selected? There is no answer because picking from among all the possible titles available at any one time is largely a matter of one's way of perceiving the world. How can one examine the factors or elements making up the process of choosing? Can they be expressed as variables and parameters for a particular time? Can a structure be devised which expresses relationships among relevant elements (if they can be identified)? Can this structure allow for decision-making on a day-to-day basis which

explains the behavior of our institution with a recognizeable consistency; is the activity plausible; and does it have meaning for those both within and outside the institution?

It would indeed be convenient to be able to reduce an acquisition program to a precision so that it could be stated in logico-mathematical terms because words are rich in varieties of meaning but are vague instruments when used for logical reasoning. However, it should not be forgotten that mathematics is exact in logic, but is usually void of meaning. Logical specification loses verbal variety. A situation involving many preferences and attitudes must remain at the verbal level at the expense of logical precision. Quantification for an acquisitions "model" for an institution as large and as diverse as WSU must deal with different, conflicting and unknown preferences. Preference scales are neither stable nor determinate. More often than not (but rarely admitted) scholars are unable to articulate their own preferences with respect to shared facilities and administrative functions, except in vague platitudes, much less have an awareness of what anyone else's relative preferences might be. This need not be considered unsuitable so long as we are willing to accept the need for expert scholars:

> Experts have their own axes to grind, and it is easy for them to rationalize (e.g., as being in the "public interest") the substitution of their own goals for those of (others).... Most policy makers possess little articulated or formal theory, and such theory as they might articulate would probably prove to be naive. Yet experience seems to show that this pragmatic and untheoretical mind is typically more successful at coordination than is the theoretical. One reason evidently is that the variables with which the policy maker must deal in a complex situation are too numerous and too impalpable to be articulated and reduced to relevant theory. When the theorist attempts to make policy judgments, he simply becomes a naive policy maker. What the practical man means by his contrast between impractical theory and practical common sense is really a contrast between good (but intuitive) theory and bad (but explicit) theory. The fact is, the successful policy maker operates with a good theory that is inexplicit, inarticulate, and mostly unconscious; he draws heavily on intuition or on experience stored away in memory, fragmentary, disorderly. The theorist who fails at policy-making operates with a bad theory, and it is partly bad because he has tried to keep it explicit, articulate, conscious, and orderly. (3)

There is another way of describing the situation. If a situation is badly structured (i.e., empirically false), but described well mathematically (i.e., logically consistent), the mathematics don't matter. (4)

In summary, it is necessary during this period of retrenchment and reassessment of general social values, to have some model from which to make decisions on what to purchase and what to keep, which given the effort, is comprehensive to those who need to understand; it will have to remain for the most part verbal with lack of correlation in many areas.

MODEL REQUIREMENTS

Because any number of models, structures, or systems could be invented with a given set of conditions and empirical data, the task is to hit on the truest one--a rational problem--and to recognize the signs of approximate truth of any verbal (or mathematical structure)--a meta-rational problem. (5) Bacon pointed out three and a half centuries ago that

> The human understanding is of its own nature prone to suppose the existence of more order and regularity in the world than it finds. And though there be many things in nature which are singular and unmatched, yet it devises for them parallels and conjugates and relations which do not exist. (6)

Structures are made because of necessity to survive in the organized complexity that forms our society and our academic institutions. The larger the institution the greater the number of decisions and outcomes which, from an individual viewpoint, increases the level of uncertainty about which factors are used in decision-making. Institutional complexity necessitates fragmentation which ordinarily decreases the chances that any one individual will either know or take responsibility for all elements of an organization. (7) If a structure is to be made visible, it has to be appraised as useful by many in an institution or else it merely reflects a view of the inventor. The only pragmatic method to assess a model is to the extent agreement is possible upon application. How good a model is depends upon whether it is feasible in the context of a specific application. What are some of the applications of a collection development "model"? The model itself is a "policy", that is, decisions can be made using the statements, or for that matter, the model could be used to validate decisions already made, to slow down or to avoid making decisions, or to provide descriptive clarification of the present state and past trends of the acquisitions activities of the Library System. In this sense, the model could have an educational application in that new faculty and library staff could learn how to make recommendations for purchase and/or discard. This is an important aspect because expectations become inflated in the absence of information on the limits and possibilities of the Library System to acquire material.

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Although the model should be capable of application to fiscal decisions, it cannot be reduced to one involving data manipulation. Collection development as a negotiated art has too many preferences and qualitative variables to consider to allow for a quantification as a recurring "housekeeping chore" that can be reduced to computer manipulation or even simulation. For the same reason it cannot be used for measurement applications against any absolute scale of quality or even comparatively (against other institutions)unless scholarly preferences are so carefully stated that a precise match can be found

> Understanding a formal symbolic model, the theoretical image it replicates, and the true context purportedly described by the model and the image declines rapidly as size increases. One loses control. Certainty about the symbol system's structure decreases as the number of elements, interconnections, and relationships and the degree of uncertainty increases. (8)

How comprehensive should a model be? Small enough so that it can reveal a structure, but large enough to be realistic. Operationally this might be stated as being able to perceive the elements making up the collection development model with a rapidity that allows a decision to be made with the time constraints of the academic and fiscal cycles; allocations should not be exhausted within the first quarter, nor should there be an unjustified surplus at the end of the year. The model has to be comprehensive enough to allow judgments to be made on what to purchase to permit a continuous selection from the one out of every 200 titles that WSU can acquire. Without a "realistic" structure, a statistical plan could be devised in which every nth title was purchased as it became available. Common sense suggests that this might produce a random sample of scholarly output, but hardly an integrated collection for research purposes. Since individuals must make decisions within some structure, be it explicit or implicit, there is a limit to one's span of judgments. Miller says that when an individual must deal with more than seven elements in making judgments, a means must be devised to recode individual elements into larger and larger chunks, each chunk containing more information than before. (9) It has been an ideal of librarians to produce a taxonomy of knowledge that would allow the labelling of all perceptions to the point of uniqueness or categorizing them in the broadest of terms. The universal classification system (or model) has never been produced, but what has been demonstrated is that a hierarchical classification can be used not only to display library collections, but also to evaluate them. In recent times systems analysis with its methodology of flow charting has identified points at which decisions have to be made in an ongoing process. The methodology does not describe the value system from which decisions are made, but identifies when a decision should be made because options are available from which to choose. (10)

A collection development model must encompass the entire scholarly world and it must have the facility to define elements in such detail that decisions can be made about whether to include or exclude a specific publication in the collection. A perspective is proposed here based on "scholarship as communication". Different kinds of publications accomplish different kinds of scholarly communication functions. Once a scholarly area is identified, a "level" of communication can be determined as appropriate for WSULS to maintain.

SCHOLARSHIP AS COMMUNICATION

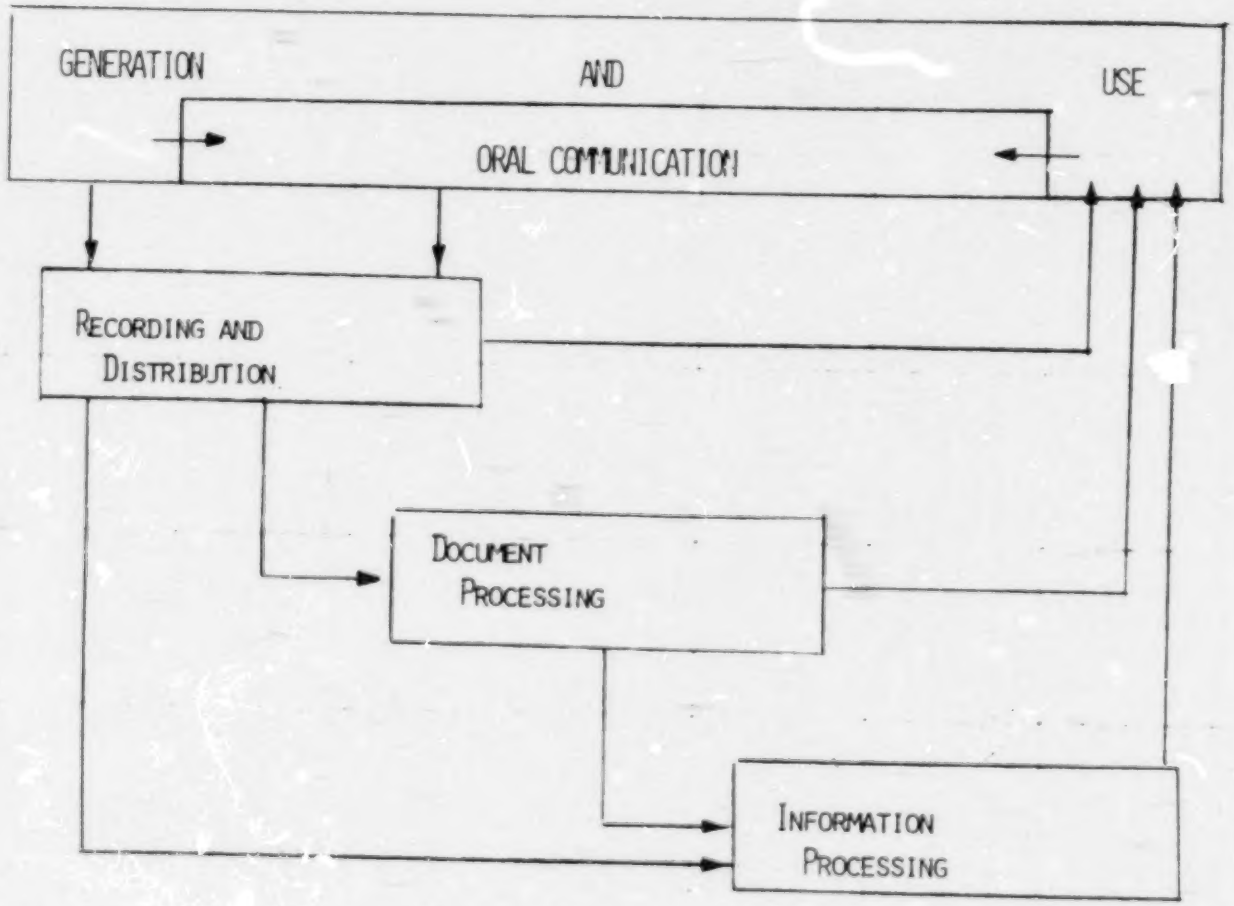
The community of scholars has evolved a dynamic complex of interrelated processes, operations, activities and services to handle information the community generates and uses. (11) Friedes has made the distinction between publications generated by scholars from those which report data. (12) Scholars must use (and on occasion collect and publish) data arising from social and cultural activities. Research libraries must collect data publications extensively in some areas, as for example law, in order to provide the means for scholarship. In setting the limits of the collection development here it must be emphasized that the data publications do not originate in the scholars' communication system and are not fashioned in content or, for the most part, in format in accordance with the needs of the scholar. The separation of the scholarly record by its communication function should not be misrepresented. Every scholar who publishes generates private data which may be recorded as laboratory notes, computer printouts, manuscripts, etc. Libraries also collect these data, but they form archival special collections which are identifiable separately from the record of scholarly communication.

Two additional kinds of writings must be distinguished from the scholarly record. The one is popular literature and the other is the instruments of education. The latter has in recent years extended to other forms than writings since it can include such formats as films, videotapes, as well as textbooks and readers. Both types of literature can, and for the instruments of education should, be prepared by scholars. The difference between these kinds of writings and the scholarly record relates not to the quality, but to the audience and intent and consequently to the content. (13) The scholarly record is generated for and used by peers. Popular literature and instruments of education are intended to explain or teach a viewpoint. To paraphrase and extend Friedes' concept, the scholarly record is different from other literature in that it represents separate arenas of conversation, carried on among different groups of participants in pursuit of different ends. The proposed collection development model does not exclude popular literature and instructional instruments, but just as the case with data publication, their purchase and retention are determined on the basis of special collections with different ends from the documents forming the scholarly record.

The scholarly communication complex can be considered a "system" in the same sense that a living organism is a system. Both have evolved in response to needs and both are self-organizing; neither system was designed. Scholarship is a product of man. One can only conjecture how the scholar became recognized as a distinct person in society. The accoutering of scholarship may have had many beginnings, but today we can see a social system institutionalized primarily through our college and university structure that molds as well as describes the norms and values of behavior of scholarship; that is, the higher educational establishment tries to produce individuals who are so strongly committed to the central values of scholarship that they find it self evident that persons should "develop a vocabulary of motives that makes curiosity about nature and an interest in understanding it an intrinsically important component of the human personality". (14) The identity of the scholarly community is not a happenstance; internal social controls require constant reinforcement in order to secure the freedom as a group to continue their activity in the "public interest". Extending Hagstrom's dictum of science to all of scholarship, its organization consists of an exchange of social recognition for information and knowledge. (15) The present concept of scholarship could not survive if the scholarly community failed to acknowledge the publications of its contemporaries and those who preceded them. (16) Perhaps there was a time when scholarship was simple and the communication among peers direct. Fractionation, specialization, and machines to speed up communication have broadened the contacts requiring the inclusion of more than the generator and user of information into the scholarly communication complex. Those who handle, or in some way, record, distribute, store, and process information have to be included in the system. Without the inclusion of the middleperson and devices handling scholarly information between generator and user, the system would in a sense be a subsystem describing the oral communication mechanisms among scholars. Figure A shows this in a graphic form. A scholarly community could isolate itself and only talk to itself. This might be a scholar's utopia. The practical world has, however, required that he dispense his wisdom to all, not just to an elite, to justify his support.

Because the scholarly communication system has both temporal and spatial components, there is a tendency to view it as complicated rather than merely complex. This view may arise because each peer groups develop jargons which only they understand. They assume their communication system is unique because those outside the groups have difficulty comprehending the content of what is communicated. (17) Although McLuhan may argue that the medium is the message, confusing content and medium is not within the scholarly tradition. The communication of the content of knowledge is not confined by geographic boundaries, time nor language. However if knowledge is to be conveyed, it must be done

FIGURE A. OVERVIEW OF THE SCHOLARLY COMMUNICATION PROCESS



Source: Orr, R.H. Fed. Proc. 23:1134, 1964.

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FIGURE B. INFORMATION AND DOCUMENT OUTPUT OF SCHOLARSHIP.

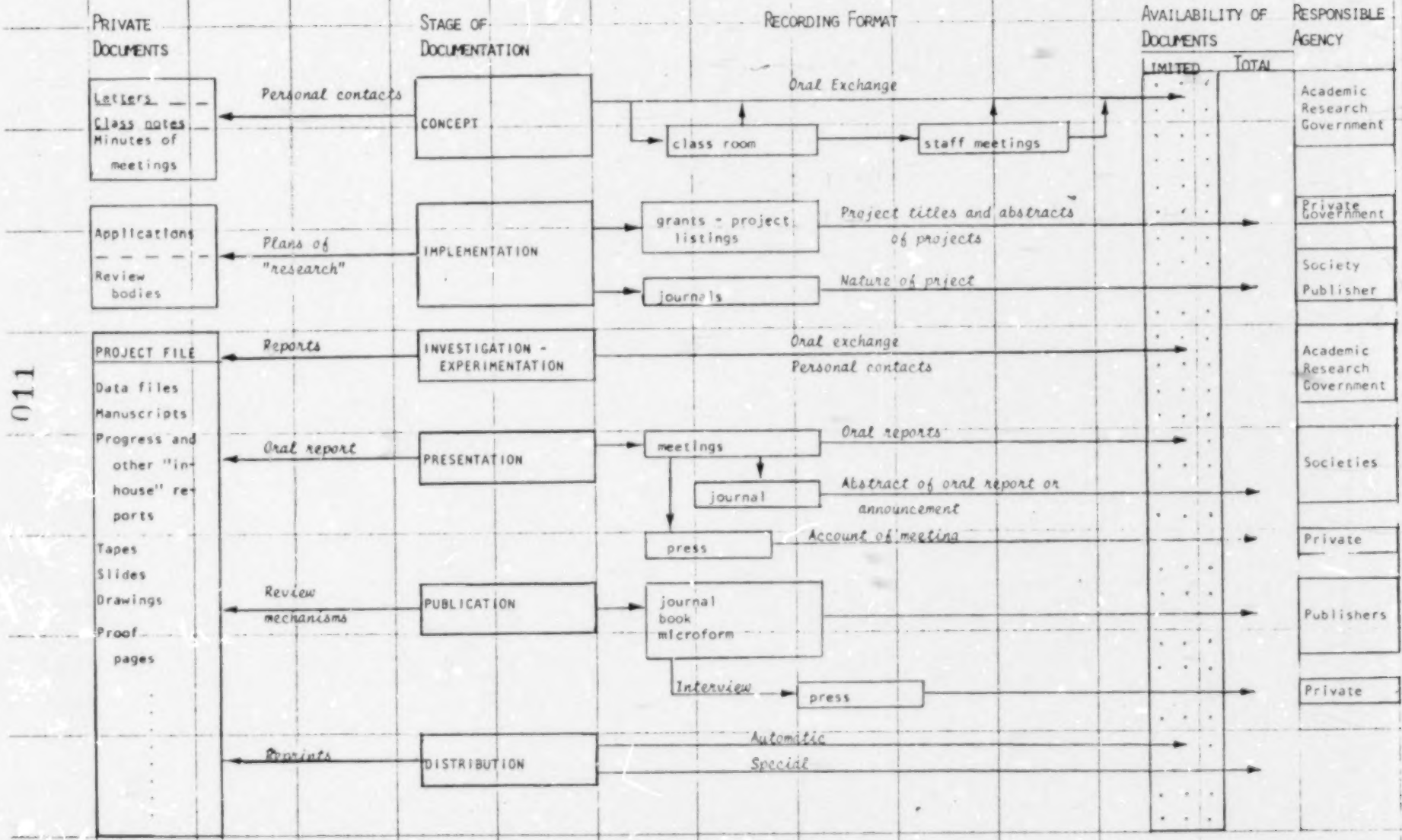

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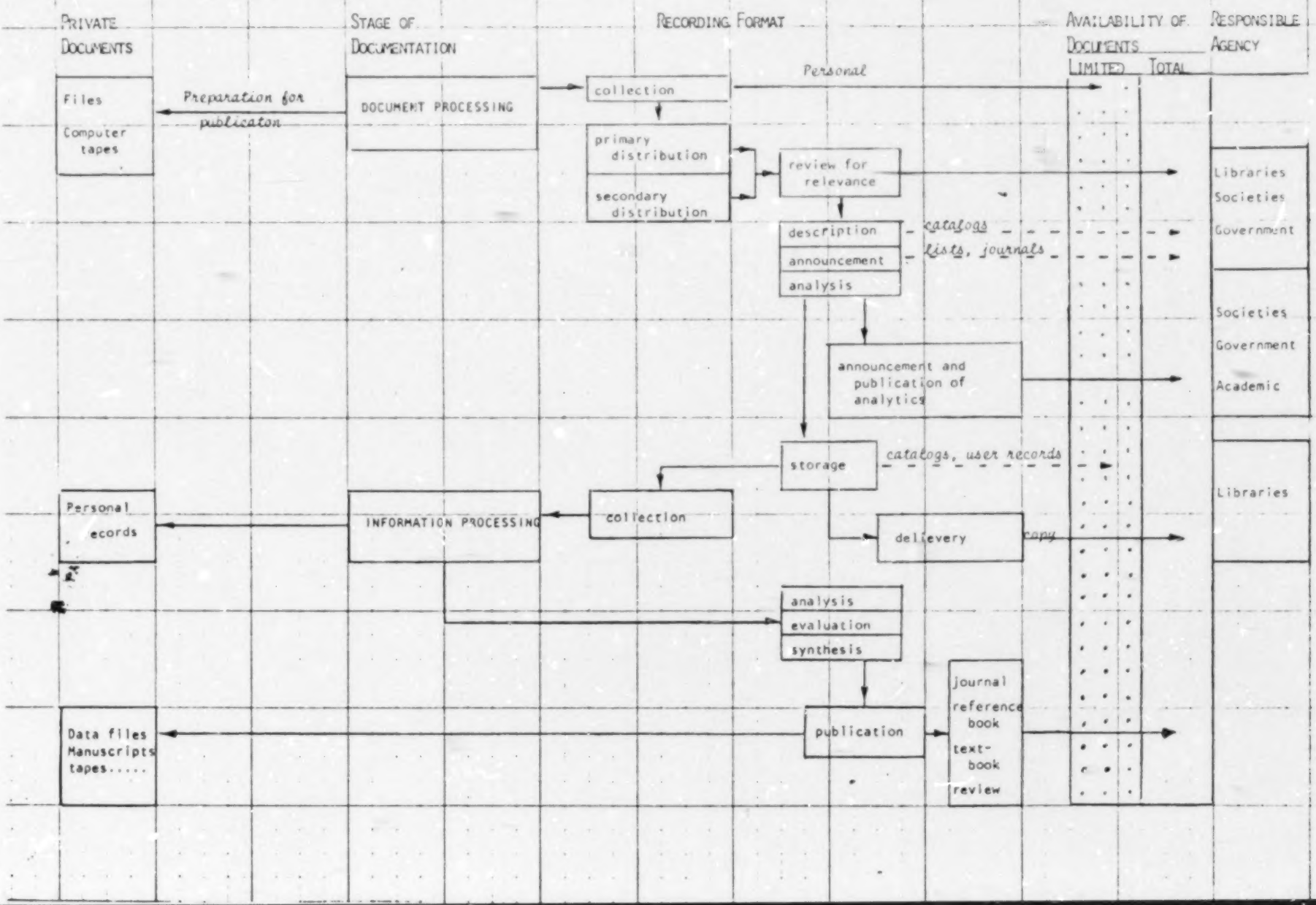
FIGURE B. INFORMATION AND DOCUMENT OUTPUT OF SCHOLARSHIP. (CONTINUED)



through some medium and it is the medium and how it is manipulated that places the boundaries and constraint on scholarly communication. The number of ways that can be institutionalized to convey knowledge is limited. The combination of means may appear to be multiplex. To move personal knowledge to public knowledge requires a sequence of events that must be followed through time and space or else the knowledge remains personal. Individuals can on occasion circumvent the sequence and employ different media to gain recognition but this is an exception. How limited the short cuts are in the sequence can be seen in Figure B. The following discussion is obviously a generalization, but examination of elements should reveal that each takes place, albeit under varying circumstances and under different time spans, to move knowledge from the generator scholar to the point so that it becomes public knowledge retrieval by anyone who at any time at any place wishes to participate in the dialogue of scholarship.

Conceptualization. Just how an idea gets born is one of the mysteries of human intelligence. Except for the conditions of revelation, the ideas and concepts of scholarship arise from the environment of scholars. Most of a scholar's activities are oral--most ideas get recorded in class lectures, correspondence, and minutes of meetings. Obviously the participants in the testing of an idea at this stage are few; the records that might be produced are archival in nature and are prepared to suit the individual's need to express himself.

Implementation. At some point, if the scholar is to receive more than limited recognition for his idea, a plan of implementation must be devised. With the increased institutionalization of scholarship an application for released time to some agency must be made; it may be for a large foundation grant or permission to shift work assignment from one idea to another. If the plan is written, it remains essentially a confidential document even if reviewed by a peer or administrative group. (Note: the discussion here relates to "open" scholarship; classified research undoubtedly goes through most of the same process, but is known and discussed by a closed group.) If recognition is important in scholarship, then priority of discovery is an important element. Detailed investigative plans may be kept confidential, but once reviewed and "approved" by a peer group, an announcement of the project if not a summary of the study plans are published: foundations, government agencies, research institutions prepare lists of projects under study. The latter announcements are part of the public domain.

Investigation. Under the circumstances in which a scholar has been accorded recognition to undertake a specific project and the recognition is announced, the idea must be translated into a graphic

presentation. The scholar must engage in introspection, investigation, and/or experimentation. During this process, for most scholars, the results of the continuing activity are discussed with colleagues and students; data are recorded; manuscripts are revised and edited, progress reports produced and given limited distribution. Activity in this part of the scholar's work rarely reaches the public domain.

Presentation. At some stage of the study-investigation-experimentation the scholar may have gathered enough information to make a public presentation, or the project is completed and a final document must be prepared. Different environments present different opportunities. Seminars of students and peers might be the first step in making a presentation. If a presentation is to be given at a meeting of professional or scholarly associates, abstracts of papers to be presented might be published. If there are no preprinted announcements, at least a program is prepared. The oral presentations obviously are heard, and it is hoped, evaluated and reviewed. A summary of the meeting may be made and published in a journal. If the association arranges for it and the content of the meeting is of sufficient interest, an account of the meeting may be given by the press.

Publication and distribution. Whether a scholar presents part of his work at an informal or formal meeting or not, the sequence of events in publishing his work starts with some kind of extramural review. If accepted, the form and content of the record (article or book) is often modified by feedback from publication processors, e.g., editorial reviewers, copy editors. Multiple copies are then reproduced for distribution. The process of distribution forms an industry that may or may not have a profit motive. For most scholarly publication, the publisher chosen by the scholar takes over the communication process. Announcements, advertisements, and other means are used to bring specific publications (books) or recurring publications (journals) to the attention of those who are potentially interested in the content. For formal documents, the publisher fills prepublication orders for copies that the scholar, his institution, or his professional associates ask to receive. All such automatic, predetermined distribution may be termed primary distribution. Secondary distribution operated by another complement of individuals occurs in response to post publication orders. Book jobbers and periodical dealers not only serve as intermediaries while material is in print, but collect materials for orders long after the publisher's supply is exhausted. A tertiary distribution can be distinguished as part of our national library system. Libraries have the responsibility to store and retrieve documents, but the task of listing and announcing for retrieval constitutes an intellectual industry in its own right.

Document processing. The major operations of document processing (collecting, analysis and announcement) storage, retrieval and delivery are confined to formal documents, i.e., libraries and abstracting and indexing services usually consider informal documents (unless of an archival nature) as having no historical value and either discard them or store them without extensive processing that formal documents receive. This general approach to document collecting may be undergoing change. Specialized information centers have collected and processed informal documents for specific purposes. Information centers have become institutionalized and have developed an additional form of processing and distributing informal documents ERIC is the major example.

In acquiring documents whether by primary distribution or not, quality control decisions have to be made (except, perhaps, by the Library of Congress), that is, the collector chooses to order only those documents likely to meet his quality standards. Or to say it another way, the choice is made on the basis of continuing the communication process among scholars. After receipt, a scholar collecting for his own use may discard a document if he finds the information in it is irrelevant or is of poor quality, i.e., he has no desire to carry on the dialogue with the generator of the document. In large collections intended for many users documents once ordered and received are usually retained. The task of collecting them becomes a social responsibility to maintain the scholarly dialogue. The selection for large collections is not, or should not, be a desultory operation. If scholars find that their libraries permit them to "tune in" on the scholarly discussion at the level of generality corresponding to the familiarity with the subject and proceed to follow the discussion to reach the level of detail and currency they feel is exhaustive, then the collection is adequate. Certainly the scholarly communication is so vast today that individuals cannot absorb all that is discussed or written, but the institutionalization of document processing must contribute to the scholarly communication to the extent that the individual can resolve for himself whether the knowledge he seeks is available from his peers. In other words, the purpose of libraries and the processing industries surrounding them is to try to insure that the scholar has available to him the means to share in the experience and knowledge of other scholars. Once collected, documents must be analyzed and announced as to their existence and availability if they are to be retrieved.

The analysis and announcement is institutionalized and follows a sequence that all but parallels the system that generated the document in the first place, each step producing a record that must be published, distributed and preserved and itself analyzed and announced.... An institution that analyzes documents, must first describe them so that they are identifiable as unique documents so they can be placed for storage and potentially retrievable from the analytical records. The content of documents is analyzed by subject and put within some classification or

indexing scheme; this analytical record utilizes the same media for distribution as do the documents that have been recorded for location, storage and retrieval. One medium has begun to be used for processing records that in general is not used to store the scholarly record itself--the computer memory with online access.

Information processing. There is yet another step in the communication sequence that is central to the growth of scholarship--information processing. Every teacher "metabolizes" information and synthesizes it into some structure which is conveyed to students. There is a much more formal and institutionalized process which is analogous to document processing. This information processing starts where document processing leaves off and depends upon prior accomplishments of the operation of document processing. Although analogous there are several differences. In document processing analysis and arrangement of documents is the end product, but the unit in information processing is an item of information which is subject to critical evaluation and synthesis. Further an information processor has to be a scholar to be able to judge the quality and value of the information in a document; the document processor may indeed be a recognized subject-matter specialist, but his function is to identify content rather than to evaluate it. Finally information processing may itself record new information or knowledge rather than wait for scholars to produce and make available records of their work. (18) A recent example of such information processing has resulted in what Metz and Hammond have called an earth sciences revolution.

> The concept of an active earth that is being continually and drastically rearranged by unknown forces has only recently gained wide acceptance among earth sciences (through).... a tentative hypothesis--the plate tectonic model.... Anytime a new paradigm appears in science, it is likely to bring together many studies that had not been thought to be related and researchers who previously had no professional activities in common. The geodynamics report, published by the National Academy of Sciences, was the product of more than 200 scientists ranging from geologists and geochemists to seismologists and paleontologists.... the committee prepared a document oriented around the ideas of plate tectonics, rather than strictly subdivided according to research disciplines. (19)

This critical, if not heuristic, review describes and evaluates existing information and achieves a synthesis. This represents the most sophisticated level of information processing. No one likes to have his writings rated, but a descending order of value of types of reviews as as might be judged by scholarly peers is (i) a critical or evaluative review of a specific work of a scholar, (ii) a state-of-the-art paper

that reports uncritically but exhaustively, and (iii) a short review or perhaps an abstract of a book or article. An abstract can be prepared by a subject specialist and be listed for document processing rather than for information processing. There is still another kind of review that might not be considered as necessarily a part of the scholarly record, but is indeed an important element of the sociology of the communication of scholarship--the popular article or essay that is written to convey the concepts and thoughts of the specialist-scholars to the non-specialists. Reviews and discussions of scholars' work are published in many formats, as special monographs, as journals, parts of journals, special reports.... The review is hardly a recent phenomenon; Christian Hoffman started a review journal in 1714 in which he said:

> I will spare you the task of purchasing and reading all the monthly publications. Secondly, when it is necessary and possible I will include a collation of the reviews along with a list of the books which have been reviewed. And thirdly you will have an adequate report and an extract of those extracts. (20)

Some years later Hoffman wrote:

> It has unfortunately gone so far that we shall soon have more extracts and books taken from books than real books. (21)

A second general type of information processing evalutes data to produce critical tables, handbooks of standard values, dictionaries, critical or evaluative bibliographies. This must be distinguished from publications that report data on social processes. Perhaps until recently the production of a concordance might have been thought of as a scholarly endeavor, but computers have now made such a work a questionable scholarly enterprise.

A third kind of information processing provides factual answers to questions as opposed to referring an inquirer to one or more documents that may contain the answer (or divergent answers). Librarians may group both this form of published information processing and the previously described form as "reference books". To treat them or group them merely as a publication format rather than as part of the communication system of scholarship is to misunderstand the responsibility scholars have to insure that their gift of knowledge is made available to society.

A final form to be distinguished here as a product of information processing is the textbook and treatise. Textbooks are sold in copies often times that would be considered runaway best sellers if it were a

scholarly monograph or a literary work. Whether the scholar wishes to have textbooks and treatises identified as the product, or at least a by-product, of his activity is a matter of individual preference, but without the continued labor of the scholar, new textbooks would not need to be published.

Omphaloskepsis is even viewed derisively by scholars unless the practitioner communicates information, knowledge or wisdom and, in recent centuries, records it for others to learn from, review and evaluate. Scholarship has its record produced, distributed and preserved as proof of its social contribution as well as serve as a medium through which to continue its existence. Through the millenia scholars have utilized whatever media has been available. What is not often understood is that each format of publication within each medium has been chosen purposefully and to accomplish a particular kind of communication. Anyone, or an institution, whose mission it is to collect and preserve the scholarly record must have a comprehension of the communication system of the generators and users of information and knowledge in order to fulfill his mission.

SCHOLARLY INSTITUTIONS

In the Introduction the complexity of our society was emphasized. The more knowledge we have of nature, the more people are employed to control and to manipulate it. Scholarship might be said to have caused our social institutions to be created. Today no (or at least exceedingly few) scholars are free of institutions. At one time perhaps a scholar dispensed wisdom as a free lance operator, but as scholars sought recognition from their peers, they needed institutions and agencies of their own (i) to provide them with the means to become and to be scholars; that is provide leisure, space and other facilities so that they could be productive and creative, and (ii) to provide the mechanisms for scholars to disseminate the results of their work. Scholarly institutions are subject to the ideologies and political factions as any other social institution. (22) The point is not the political differences of scholarly institutions, or who pays the scholarly fiddler, but that the institutions function similarly to support the scholar in making knowledge public no matter what the ideological basis. Following the sequence outlined in Figure B scholarly institutions must have a communication component. (Note: some government and private institutions employ scholars to undertake "secret" research only and do not participate in the communication process of scholarship; obviously, counterpart rewards for scholarship exist in these institutional environments, but are not part of the public sector and hence reviewable; and for the purpose of this paper, an inconsequential source of documents for the continuation of the scholarly dialogue.)

Interestingly the process of scholarship from concept through investigation requires the formation of institutions that are organized and maintained, in the main, by agencies outside of scholarship. The support of scholarship has historically been through patronage and it has evolved institutionally that government, private agencies, and individuals (now mainly through foundations) provide the physical environment as well as other wherewithal. The presentation and for the most part the publication of scholars' work is under their control. The shift from patronage to freedom of presentation began in the 17th century when scholars received the right of assembly through special charters. Because of the size of some professional and scholarly societies, specialized staff may be employed to carry out the detailed work of holding meetings; the content of the program of such agencies are the responsibility of the scholarly community. Similarly the freedom to publish became a part of scholarship in the 17th century. Censorship is now in the hands of the scholars' peers although some governments of the planet still exercise control of the content of scholars' publication. The ethics of review and evaluation are well established even when undertaken by "private" agencies rather than the scholarly society. (23) The standard of scholarly endeavor is set by and controlled by the members of the scholarly society and without this control the objectivity and the work of individuals would certainly be diverted to the mission of political or other interest groups.

Only at the beginning of the 20th century has the responsibility for document processing shifted from the scholars' domain to one of socialized service operations. First of all individual scholars were expected to collect materials they needed to insure communication with their peers. Many of our academic research libraries had their start with the collections of individual scholars. The Royal Society began to control its publications in the 17th century, but it was the growth of literature in the 19th century that forced an institutionalization of collecting, listing, and indexing the scholarly record. Much of this work moved from individuals to scholarly societies, but subsidies were received for this activity. These subsidies continue to grow as the institutionalization of scholarly services grow as they must as the quantity of the record grows.

Information processing is the work of the scholar. Many agencies have been created to provide the instrumentalities through which the scholar works. Because of the size of the agencies and the growth in number of scholars the organization of the scholarly communication process has become depersonalized in many areas. The alienation of scholar to scholar contact through institutional mediation has been discussed at length by scholars, but with the use of technology to

increase the speed of communication and the quantity of information procedural and attitudinal problems have arisen. Scholars will have to learn why the existing scholarly institutions exist, how they interrelate, and how an individual uses and manipulates the bureaucracy if they are going to exploit and build on the subculture they have caused to be created.

THE RESOURCE LIBRARY

When a library has a sufficient number of volumes in a sufficient variety of titles, it comes to be called a resource library by some generally understood agreement. When an institution has as a specific policy to preserve the scholarly record for posterity rather than merely collecting materials for immediate use, it accepts a responsibility beyond its own borders. Even small (in number of volumes) libraries may take the responsibility to preserve. What has evolved, however, is that the academic library has by default been given the responsibility to acquire and keep the scholarly record to maintain the dialogue going among the world's scholars. In this respect, a resource library must not only collect and reconstruct the record of the past, but select from the currently published that which will enable future scholars to communicate with the present day scholar.

Every institution is bound by its objectives and resources which of necessity have limitations. Since it is obvious that there is no one encompassing mother institution for scholarship, these limitations are the determining factors which describe a collection policy of the resource library because without them, everything would be collected for every area it defines as within its scope. Table I describes broad categories which are factors which can be used to define scope of collections as relating to a specific institution.

The institutional environment of resource libraries is unique; that is, there are no two large academic institutions with the same complement of educational and research programs in spite of the fact that in almost every case the model to imitate is Harvard. Even in the schools where the academic programs are about the same, they do not share common levels of quality. One of the games of academic institutions is for separate units to compete on an interinstitutional level for recognition rather than within the institution that provides the umbrella for its operational continuity. In the 20th century every type of scholarship and professionalism has acquired an academic institutional base from which it ultimately gets its recognition even though it is the scholarly society that establishes standards of excellence for both individuals and institutions. The uniqueness of each academic institution with its array of programs with different qualities (and quantity) of education, research, and in some cases

Table I

IDENTIFICATION OF OBJECTS OF STUDY

FOR WHICH

SCHOLARLY COMMUNICATION MUST BE MAINTAINED

A. Institutional environment.

1. Is there a body of people who can be pointed to who are recognized as "experts" or "authorities" by themselves and by others who have expertise in other fields; that is, is it a proper area of study for an academic institution to support one or more of such experts.

   a. Are these experts a subset of individuals who are identified as relating (i) to a group of practitioners (engineers, physicians) or (ii) to a group bound by a common set of theories and/or methods (chemists, physicists)?

   b. Are the experts a subset who bring the professional postures and their scholarly methods to bear on specific problems (sociologists, psychologists who study criminals)?

2. Through what administrative mechanisms are the scholars supported?

   a. By a school or college,

   b. By a department within a school or college,

   c. By a division, institute, center or other especially funded administrative unit.

3. What academic units are considered to be interested in the object of study under discussion?

   a. Are there formal courses given at the undergraduate level, for M.A., Ph.D. candidates?

      1) Are there prerequisites in other areas before courses can be taken?

Table I (cont'd)

2) Is the object of study one suitable for thesis or dissertation work by students?

b. Are the courses confined to one academic unit or is the content discussed or s[redacted] among different academic units?

4. Are there especial admission or evaluative mechanisms established for acceptance of students?

a. Are there licensing or accrediting bodies for academic programs and/or graduates?

5. Is there research being supported in the area of study locally by some outside agency?

a. What other agencies in the state also support research in this area? (Identify if they are academic, government or private.)

b. What agencies support research and/or have recognized educational programs elsewhere in the nation or abroad?

6. Is the object of study one which should or ought to be of interest locally?

a. Because of the nature of the institutions,

b. Because of the location of the institutions.

B. Scholarly communication.

1. Is the object of study one that is dealt with by an invisible college?

2. Does the scholarly community consist of researchers only?

3. Does the community of interest in communication include practitioners?

4. Is there an "interested" lay group?

C. Scholarly agencies.

1. Are there funding agencies specifically organized to support research in the area of study?

Table I (cont'd) 023

2. Are there academic or other institutions with units which support research and education in the area?

3. What are the academic and/or professional societies an expert in the study area would be a member?

4. Are there popular associations or agencies that relate to the area of study?

5. Are there governmental and/or industrial agencies that supply scholars with data on a regular basis?

6. Are there agencies besides societies which specialize in publishing, distributing, and processing the scholarly record of the area of study?

D. Sources of data.

1. Does data arise as reports of social processes?

   a. From government sources?

   b. From industrial sources?

2. Does data arise as a part of the scholarly process?

   a. In the form of manuscripts?

   b. In the form of investigative data collections?

E. Scholarly and supportive publication format.

1. The area of study includes

   a. Specific research journals sponsored by societies and institutions?

   b. Monographs specific to area?

   c. Textbooks for specific courses?

   d. Other "books" as juvenile, popular, historical, series (e.g., symposia, annuals, etc.)

Table I (cont'd)

e. Secondary sources as

1) Index and abstract serial publications.

2) Special bibliographies.

3) Dictionaries.

4) Encyclopedic works.

5) Encyclopedic summaries (handbooks).

f. Specialized reports or formats (e.g., maps, tables).

g. Multimedia (other than microform reprint).

h. News reports.

F. Library collections

1. Wayne State University

a. Size of collection and location.

b. Financial support.

c. Service support.

2. Other local and state libraries

a. Relationships involved.

G. Collection parameters

1. Subject areas for purchasing

a. Areas of priority (distinguish levels)

b. Retrospective purchasing

2. General criteria

a. Language (delimit or list in order of priority).

b. Geographic limits.

c. Format (see D & E above).

d. Chronological periods.

e. Publishers

3. Duplication within and outside the University.

community services necessarily make its library unique. Certainly the library may have special collections for which there is no academic program operating to exploit the quality of the collection, but the investment year by year must correlate with the prevalence, quality, and quantity of the scholars within the academic institution.

Once the kind and quality of scholarship is delimited, a next step that must be determined in deciding the social responsibility for maintaining the communication process through the library is the level at which the local scholars communicate, and, to what extent they need to depend on the institution's library to aid in the communication effort. A university may have a large number of students studying the Chinese language, but this in no way suggests that extensive collections of contemporary Chinese literature, data publications, or area studies be maintained. It is also not uncommon that an academic institution will employ an eminent scholar in a field for which it has no scholarly collection of materials available in the institution to match his communication needs nor is there any hope for creating such a collection since no academic program is designed except that given by the individual within the context of an existing department. There are means for that scholar to keep informed through the institution's library, and if he is to remain in the institution and continue to be a scholar, these means must be exploited.

A resource library must take into account the scholarly agencies that support the communication process and how the scholars that form the library's primary community relate to the agencies. It is through these agencies that the scholarly record gets funnelled for publication. There may be commercial publishers which process and distribute the end product and to this extent may also be considered as a scholarly agency, but as pointed out above, commercial publishers provide a service and are only indirectly controlled by scholars. An object of study that is shared by a group that crosses institutional boundaries has some communication organization that is identifiable either through the individuals involved or through the agencies of which they are members. The interdependence of libraries and scholarly agencies has become painfully evident in recent years because libraries often times are charged more for a publication than are individuals. Although the professed reason for the practice is that libraries make facsimile copies of scholarly publications and hence should pay more for the copy (or copies) purchased; interestingly this argument is used even when the agency publishing expressly forbids making facsimile copies. More realistically is the economic relationship between the scholarly agency and resource libraries. Individual scholars have come more and more to depend on the library to get information rather than spending time in collecting their own library. The dependable

source of funding for the communication process becomes the library rather than the individual scholar. Resource libraries must take into account their social responsibility to scholarly agencies as well as individual scholars in formulating and implementing guidelines in which they collect for preservation.

All communication processes practiced by the scholar have been institutionalized through some publication format. Even the person to person contact has been formalized into interviews that are recorded on tapes which may get transcribed into all but verbatim reports, but more often as a summary report, for scholarly publications. The format of scholarly publications, to repeat in another way the proposition of this paper, relates to the ongoing effort of scholarship to share knowledge. Technology of the camera has not replaced drawing nor has moving pictures replaced photographs, nor videotape the film. Obviously there is no medium which can convey the full experience of the scholar and his environment. The objective of a resource library is to try to have the products of communication available to the extent needed that an individual can determine whether a concept has been expressed and who first promulged it.

In this era of electronic communication and jet transportation the limitations of language and geography seem less important, or more important, depending upon the perspective chosen, than they once did. Centers of academic excellence are recognized as being such because they are located in centers of population which attract people, or at least keeps them concentrated to form an intellectual critical mass. Scholarly institutions may not be within centers of population. Medieval monasteries were, and some land grant colleges today, are not within large population centers. Scholarship is kept alive through communication. Language is not an insignificant problem in setting up guidelines for resource library collections. A large collection on 20th century Russian history and politics can be massed without one document in the collection being in Russian. Materials are acquired in translations or in languages other than Russian. Geography as a factor in collecting materials is on the other hand more a matter of deliberate delimitation of specialization (or fiscal constraints) compared to the decision to include material because of the language of publication.

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Appendix I

Criminology Collection Development Policy

Institutional Environment

Criminology--the study of the processes of social control, the variety of offenses against specific societies, and the people who commit crimes--is not a distinct science, but rather one that utilizes the contributions of many specialists who study crime (that is, the idea of a public wrong which is forbidden by law as opposed to a private wrong) and related phenomena. Although an individual may call himself a criminologist, this does not designate a particular occupation or field of endeavor, rather it reflects an area of specialization in a scholarly field or a specialized group of practitione s. Accordingly, a criminologist may be a sociologist, psychiatrist, psychologist, lawyer, social worker, public official, prison administrator, parole or probationary officer; engineers, chemists, pathologists may more appropriately be identified with criminalistics. As discussed here, crime relates only to acts society has defined as such because it has made a law relative to the action. Consequently the more legal definitions society provides the greater is the number of agencies and institutions there are (i) which enforce and monitor laws, (ii) which attempt to prevent illegal acts, and (iii) which decide upon and administer the punishment of illegal actions.

There is no nationally known means of accrediting criminologists. Although there are developing in some universities schools of criminal justice, or at least centers or institutes, by and large the criminologist arrives at his occupation through his academic work in the social sciences and public administration. In-service training agencies as police academies are searching for academic sanction as many other occupational groups have sought the status of professionalism.

Because of the growing budgets of law enforcement agencies there have been funds for research and development only some of which was undertaken in academic environments. Perhaps because of this tradition the Law Enforcement Assistance Administration distributes its funds through regional and subregional agencies. Scholarly societies are beginning to be formed, but for the most part the scholarship organization remains as sections or parts of social science scientific societies. The professional practitioner groups are formed both along governmental lines as well as in functional groups. Scholarly and practitioner groups have international as well as local agencies through which they work.

WSU interest.

Courses are offered in criminology or related topics in the social science departments of the College of Liberal Arts. Degrees in criminal justice are given from the Department of Political Science. The School of Social Work, the Law School, and peripherally the School of Medicine, provide course work and directed study in many areas of criminology. The Law School sponsors the Center for the Administration of Justice. The University also relates to the Criminal Justice Institute which is sponsoring and is engaged in both educational and research activities.

Data sources

Since crime is defined by society, data sources arise from the executive and judicial branches of the government. Since all political jurisdictions are involved with the administration of organizations which are wholly or partially devoted to crime, data are collected for internal agency use only and for the generation of data that is summarized and published for and by national agencies. Archival materials are generated about individuals and events that serve as source data for research but which generally are available only in the agency in which they are produced.

Scholarly publications

Because criminology is interdisciplinary, the scholarly content is scattered throughout all forms of publication. With the emphasis on professionalism and academic training for practitioners of law enforcement, new attention has been given to the bibliographic control of the literature by lawyers, social and political scientists. International indexes and abstract journals deal with all aspects now encompassing criminology. The literature on crime is produced in multi-media formats to be used for citizen education and entertainment.

Library Collections.

Although it cannot be identified as a physical collection, WSU probably has the largest complement of the scholarly record in criminology in the metropolitan area. Michigan State University has a special collection for police administration, but as with WSU, the literature of criminology is with its scholarly disciplines. Depending upon the subject area, the WSU collections are located within the Neef Library, the Purdy Library, and the Science Library; whatever archival material will (or has been) collected will be housed in the Reuther Library. There is no designated fund from the Library's allocation nor any special fund or grant to support purchases or to support services.

Collection Parameters

1. Subject areas of interest in order of priority.

   Behavior and social sciences (deviant behavior, social psychology, etc.)

   Criminal law and court organization and management (adult and juvenile)

   Criminology (professional publications)

   Security (engineering aspects)

   Correctional institutions, adult and juvenile (management and operations)

   Police administration and organization

2. General Criteria.

   Although criminology is not a primary subject area in anthropology, geography, political science, psychology, or sociology, there are scholarly works that fall within the collection policy for these academic departments. Materials which are published outside the umbrella of these sciences are collected only in the English language and confined to the U.S.

3. Format.

   The following conditions pertain to the purchase and retention of the kinds of literature in terms of scholarly output.

   a. Archival material is not appropriate for collection.

   b. Reports. Institutional administrative reports, if collected, should be confined to local institutions and probably housed in the Reuther Library. Investigative reports, dissertations, and other in-house publications should be secured only through interlibrary loan (National Criminal Justice Reference Service) or purchased from CCS or other sources and not ordinarily retained.

   c. Only data source documents received through government depository programs are to be retained.

d. Journals

1. Practitioner journals, newsletters, and other current awareness publications, if acquired, should be discarded within a specified period of time.

2. Publications of the basic sciences and law supporting criminology should be evaluated first relative to the University's need for the publication relative to those areas; that is, if it is deemed of little value for the basic sciences or law, it should receive a very low priority for purchase.

3. Only English language journals and in general confined to those published in the U.S.

4. Journals of regional, state, or municipal professional associations are to be collected for the Michigan area only.

5. All index and abstract journals published in English should be acquired; those published in other languages should be secured only if the duplicate coverage of the English language publications is less than 25%.

6. No retrospective purchases are to be made except under special grant or other allocated funds

e. Monographs. The books of scholarly commercial publishers, university presses and research agencies of the U.S. should be acquired in all subject areas of criminology. English language materials published outside the U.S., but about the U.S. social system and how it deals with crime, should for the most part be secured. Materials in English about criminology in other nations should be secured selectively, as works representing foreign activity rather than any attempt to be comprehensive in a subject area.

4. Multimedia material.

Even though some of the educational programs do use multi-media material for instruction, the Library System has not taken the responsibility for purchase or collecting such material. The materials that would be needed for practitioner operations, even of a local nature (e.g., maps for traffic control, etc.) are ordinarily not suitable for collection.

5. Secondary sources.

It is not expected that the Library System should indicate any extensive answer service; Secondary source material purchases should be confined to those titles which aid in providing citation identification and terminology problems.